



MOORFIELD
SCHOOL

LEARNING SUPPORT POLICY

This is a whole school policy, including EYFS.



LEARNING SUPPORT POLICY

Provision for pupils with special educational needs and or disabilities (SEND) is a matter for Moorfield School as a whole. This includes children who are considered gifted or exceptionally able and those who struggle with some aspects of learning and who may be on the learning support register. Some teachers teach pupils from a range of year groups and all teachers at Moorfield pride themselves on having a good knowledge and positive relationships with all children in the school. Teaching of such pupils is therefore a whole-school responsibility, requiring a whole-school response.

In May 2015 the DfE (Department for Education) issued a revised code of practice on the SEND system for children and young people.

For children and young people identified as having SEND it can be difficult to get the support that they need to do well. It can often take too long for their families to find out that their child needs extra help. The system of support available to children and young people with SEND is also very complex and it is important that the particular needs of a child or young person are met.

In line with this guidance the school must:

- Use its best endeavours to make sure that a child with SEND gets the support they require – this means making reasonable adjustments so that they can meet children and young people’s SEND needs;
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND;
- Designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO;
- Inform parents when it is making special educational provision for a child; and prepare a SEND information report.

Definition of SEND

A pupil has special educational needs or disabilities if they have learning difficulties or a disability which calls for special educational provision to be made.

A pupil has learning difficulties if he/she:

- Has a significantly greater difficulty in learning than the majority of children of the same age: and/or
- Has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age.

There should be regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterized by progress which:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child’s previous rate of progress;
- Fails to close the attainment gap between the child and their peers; and/or
- Widens the attainment gap.

Rationale for the Policy

This policy is intended to outline to current and prospective parents the provision made by Moorfield, including the Early Years Foundation Stage, for pupils with individual needs. As addressing individual needs is the key to student success, this policy seeks to inform teaching and learning throughout the school.

At Moorfield, the term Individual Need is used to describe students with SEND, and children who are a cause for concern who do not fall under the definition of SEND as outlined in the SEND Code of Practice (2015) or disability

as defined in the Equality Act (2010), but who still receive learning support for their identified individual needs. The individual needs of current or prospective students are always considered on a case by case basis.

The Learning Support Coordinator also oversees provision for students whom English is an Additional Language (EAL). Please see the EAL Policy for further information.

Policy Aim

- To identify and meet the needs of students identified as having individual needs within the resources available.
- To work within the guidelines provided in the SEND Code of practice (2014), the Equality Act (2010) and the Children and Families Act (2014)
- To ensure early identification of those pupils who have special educational needs.
- To ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all those who are likely to teach them.
- To ensure that any child identified as having special educational needs is not disadvantaged solely because of the difficulty and has access to the fullest curriculum possible.
- To develop within the child the knowledge and skills necessary to allow potential to be fulfilled and confidence to develop.

The Role of the Learning Support Coordinator

- To review policy and contribute to staff INSET
- To maintain a register of children who require extra support with their learning
- To liaise with support given 1:1 outside the classroom
- To work with all staff to draw up Learning Support Action Plans at Oct and Feb half terms.
- To monitor progress of children and oversee the review of Action Plans twice a year (Feb and June)
- To liaise with external agencies, the Head, class teachers and with parents to enable each student with individual needs to maximise their progress, both socially and academically.

IDENTIFICATION AND ASSESSMENT

All children are assessed annually using Early Learning Goals, formative teacher assessment and GL assessments to track progress in English/Maths, in line with the School's assessment policy, as appropriate to the age of the child. Children who require additional support are usually identified through these assessments, although a concern may be raised by any member of staff, a parent or even the pupil.

Following a concern being raised regarding dyslexia, and after consultation with parents, initial diagnostic testing will be carried out, where appropriate, by the School at no additional charge to parents, and feedback provided. Currently this is undertaken using the GL Dyslexia Screening Assessment, (Dyslexia Portfolio). Permission will always be sought prior to any diagnostic test being undertaken. Further testing will be needed if a formal diagnosis is required.

Individual Needs Requiring a Medical Diagnosis

Some conditions require a medical diagnosis e.g. dyspraxia, ADHD, Autistic Spectrum Disorders, and the school is not able to diagnose these conditions. However, performance in class or wider school activities, assessment or observations may highlight factors suggestive of these conditions. When the school believes that a student may require Learning Support as a result of a medical condition it will note these concerns, discuss them with parents and advise on how to obtain an assessment by an appropriate specialist if the parents wish or the school feel it would be helpful.

Currently the School provides parents with details of a range of places where further help can be sought, including:

- Dyslexia Action, Harrogate - 01423 522111, Leeds – 0113 2888144, York – 01904 640188

- Rayners Opticians (Scotopic Sensitivity), 0113 2451190
- Oakdale Centre Harrogate: [01423 503080](tel:01423503080) / Halifax: [01422 652652](tel:01422652652) / Leeds: [0113 8314433](tel:01138314433)

Any additional testing over and above that provided by the School is a matter of parental choice and parents/guardians must pay for such testing privately. The School will endeavor to put into place any recommendations given by these bodies, after discussion with parents/guardians regarding any additional support/equipment requirements being available and possible payment for support.

Learning Support at Moorfield

The School: Moorfield is a mainstream independent school with high academic standards and exceptional pastoral care which accepts boys and girls from the age of two to eleven years. We believe in early identification of SEND. All support for pupils with SEND is based on the graduated approach of Assess, Plan, Do, Review.

Provision: In order to help children identified as requiring additional support, the School will adopt a graduated response that recognises that there is a continuum of special educational needs. Initially when a child is flagged as a concern, this will be discussed with parents and appropriate strategies put in place within the classroom to ensure the child makes progress. A Record of Action will also be completed. In the case of suspected Dyslexia, permission will be sought from parents to perform a basic screening test. This is not a diagnostic test but can indicate whether a more formal assessment would be advisable. Informing the school of the outcomes of such an assessment is entirely at the discretion of the parents. However, we value our partnership with parents and carers and our aim is always to work towards the same goal with parents, so as part of the process of supporting their child we would strongly encourage parents to inform us of the results of any diagnostic testing or to raise any concerns that they may have about their child.

LEARNING SUPPORT REGISTER

All children who are identified as needing learning support above and beyond usual teaching will be added to the Learning Support Register. A copy of the register is available to all staff in the Learning Support section of Teaching Resources. The register records the name, form and brief details of the individual needs of the pupil, including those whose needs can be met entirely in the classroom through high quality teaching. The Learning Support Register will not include those who are academically weaker by Moorfield standards.

LEARNING SUPPORT ACTION PLAN

In all cases, where action is deemed necessary and a child has been added to the Learning Support Register, a Learning Support Action Plan (LSAP) will be provided, identifying specific, date-defined targets and strategies. The Learning Support Coordinator will ensure that the staff is kept informed regarding children identified as requiring additional support and made aware of the content of LSAPs. It is the responsibility of the form teacher, in liaison with the Learning Support Co-ordinator, to ensure that parents/guardians are fully aware of the content of LSAPs.

At present there are no children with a Statement/EHC Plan – September 2024. Appropriate provision will be put in place, should this situation arise in future.

Reviewing progress: Normally a child will have two LSAPs within an academic year; October to February, and February to June. LSAPs are written and reviewed twice a year. Initially compiled in October, they are then reviewed in February and rewritten. The final review will be completed in June when teachers will detail the outcomes of any interventions given.

Information regarding the contents of LSAPs is passed to parents on Parents' Evenings in October and February and at an end of year follow up meeting in June.

RECORD OF ACTION

If a member of staff or parent flags a concern about a child who is academically weaker but does not have individual needs or require to be added to the Learning Support Register, the form teacher will fill out a 'Record of Action' form. This may be shared with Parents if deemed necessary or may be filed in order to ensure the pupil's progress is monitored and support is given. The Record of Action will outline areas of strengths and weakness and detail any current provision being made to support the pupil. It is the responsibility of the form tutor to update the record of action and make note of the success of any intervention given. If the pupil remains a concern or individual needs are identified the form teacher will share this information with the Learning Support Coordinator and parents and, if necessary, create a LSAP for the pupil and add them to the Learning Support Register.

PROVISION FOR LEARNING SUPPORT

We offer a range of provisions to meet the individual needs of pupils identified with SEND at Wave 1/Universal, Wave 2/Targeted, Wave 3/Specialist. This includes:

- Wave 1/Universal: Quality First Teaching and access to in class TA support.
- Wave 2/Targeted: TA/Teacher led group interventions/booster groups
- Wave 3/ Specialist: 1-1 specialist teaching and referral to outside agencies if and when necessary.

External agencies: The school works with external agencies to support students who require learning support (Wave 3/Specialist) Parents should be aware that some Local Authority Services available to students in Local Authority Schools may not be available to children attending an independent school.

Specialist teaching and charged provision: there is no additional charge for any learning support provision required to support students with special educational and disabilities within the available resources. Children on wave 3/Specialist may require support from outside agencies, in this instance some parents may choose to pay for external private medical assessments or support rather than waiting for an NHA appointment or because they find it convenient to do so. The school is confident that it can meet the needs of children on Wave 1/Universal and Wave 2/Targeted within its available resources which includes targeting appropriate teaching assistant support. Teaching staff and assistants are also involved in the planning and delivering of intervention to groups or individual children when appropriate.

EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS AND PLANS

If a child has more complex special educational needs that cannot be met by the provision arranged by school, the staff, parents/carers or medical staff would consider asking the local authority for an 'Education, Health and Care (EHC) Needs Assessment. This assessment could lead to a child EHC Plan. This plan brings the education, health and social care needs into a single document.

The Learning Support Co-ordinator would follow the procedures for the EHC assessment and planning and will guide parents/carers through the process.

EAL AND LEARNING SUPPORT

Pupils who have English as an Additional Language should not be regarded as having a special educational need, although they may have a special education need or disability in addition to being EAL. Pupils who are learners of EAL and who need additional support in order to access the curriculum are also overseen by the Learning Support Coordinator. See EAL policy for more information.

ADMISSIONS

Moorfield is not an academically selective school and welcomes all children who can benefit from the opportunities the school provides within the resources available. Treating children as individuals is important to the school and we welcome children who require learning support provided that the school can reasonably give them the support they need in order to thrive. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential throughout their time in the school so that the pupil will emerge as a confident, well-educated and well rounded individual. These principles extend to pupils who require learning support, subject to the legal obligation to make reasonable adjustments and not

to put any disabled student or potential student at a substantial disadvantage compared with any pupil who is not disabled.

The school therefore requires the parents of prospective students to provide information of any known or suspected special educational needs or disabilities at the time of application, and within the application form, and from time to time, so that the school may take such advice and assessments as may be appropriate. The school reserves the right to take specialist advice from third parties on such matters, and will respect the sensitivity and confidentiality of such information. Written consent for assessment will be obtained from parents or those with legal responsibility prior to any assessments taking place.

As part of our admissions process, any student requiring learning support will be treated as an individual to see whether the school can effectively meet their needs. The school will make, where possible and appropriate, reasonable adjustments to the admissions process for any pupils with a disclosed diagnosed difficulty.

At Moorfield, we have high aspirations and want all children to feel that they are a valued member of the community with the opportunity to reach their full potential through a diverse and rich curriculum. Moorfield recognizes that children have different needs at different times. Our aim is to help all children at Moorfield to achieve full access to the curriculum and to encourage all members of the school to develop an awareness and respect for individual differences and alternative ways of learning. Students who require learning support have an entitlement to follow our broad and balanced curriculum, differentiated to meet their needs. This enables them to progress at a rate that brings positive feelings of achievement and supports them in developing a high level of self-esteem.

ADMISSION FOR CHILDREN WITH DISABILITIES

The School recognises its obligations under the Equality Act (2010). A review of its provision for children with disabilities is conducted annually by the Learning Support Coordinator in discussion with the Head.

In assessing the suitability of the School for any child wishing to enter the School, the following should be considered: The School's classrooms are located on four floors. The curriculum demands that there are subject specific classrooms so that the subject's facilities are in one place. This requires pupils to move throughout the building on a regular basis. A pupil with impaired mobility might be at a disadvantage.

The Early Years Foundation Stage building is accessible via a ramp and, although on two floors, the majority of the educational provision is accessible, or could be made so by moving portable resources. In addition, children in the EYFS use the following additional School premises:

- Main Hall accessible via the outside route round the building.
- Music rooms – accessible via the outside route round the building and a small ramp.
- Dining room – accessible via a small staircase directly from the Early Years' building.

It is not possible to reach the Main Hall or the Music Rooms from within the buildings because of the stairs.

Reception, F1 and F2 are largely class taught. It may be possible to rotate the rooms so that any child could be taught in one adapted room. However, this would involve significant annual changes and the dining room, music rooms and main hall would still, by nature of the building, be restricted.

For F3, F4, S5 and S6, specialist subject teaching requires the children to move frequently between specifically equipped rooms located on the top floor and only accessible via the stairs. It would not be possible to duplicate provision, because of financial and space constraints. Also, any child using the top floor must be able to use the fire escape in the case of an emergency.

The school's Accessibility Plan outlines provision for access for children on current role who require adjustments
See also Admissions Policy.

Reasonable adjustments such as additional time in tests, adaptations in computer access and specific computer programmes are used to meet the needs of children with SEND. We also have a range of curriculum resources suitable for Learning Support and SEND.

PROVISION FOR GIFTED AND TALENTED PUPILS

Pupils who have skills and abilities which exceed the 'enriched' level of attainment for their year group are deemed to be gifted and/or talented. As a school, we do not believe that gifted and talented children should be set apart as our school culture is inclusive and we find a space for 'every child to shine'. A discreet list is maintained of children who have been identified as gifted and/or talented in one or more areas. This highlights their individual strengths and what action is being taken to cater for their needs above and beyond what is provided by the normal classroom differentiation and the enriched curriculum. Children are not made aware that they are on this list. However, teachers know who the gifted and talented pupils are and plan events or teaching opportunities which may well include many other children but which give stimulating opportunities for those pupils who need extra stimulation in their area of expertise.

Drafted by

Mrs Hetty Kay

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Policy will be reviewed in:

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